DOCUMENT RESUME

ED 189 061 SP 016 247

AUTHOR Hord, Shirley M.
TITLE Assessing Teachers' Concerns as a Basis for Designing Inservice.
INSTITUTION Texas Univ., Austin. Research and Development Center for Teacher Education.
PUB DATE Mar 79
NOTE 7p.: Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, March 1, 1979)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Adoption (Ideas): Affective Behavior: *Attitude Measures: *Change Strategies: Individual Needs: Informal Assessment: Inservice Teacher Education: *Instructional Innovation: Program Implementation: Self Concept: Staff Development: *Teacher Attitudes: *Teacher Response

ABSTRACT

A description is given of a model designed to assess teachers' concerns and personal doubts as they participate in programs to implement educational innovations. The model is intended to be used diagnostically in order that those responsible for inservice programs can provide appropriate support for individual teachers engaged in a change effort. An explanation of assessment processes for obtaining data on teachers' concerns is presented and implications for designing inservice programs are discussed. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED189061

Assessing Teachers' Concerns as a Basis for Designing Inservice

Inservice Clinics

Shirley M. Hord

Research and Development Center for Teacher Education
The University of Texas at Austin

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
C. Walton

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

American Association of Colleges for Teacher Education,
Chicago, March 1, 1979.

SP016247

Assessing Teachers' Concerns as a Basis for Designing Inservice

Shirley M. Hord
Research and Development Center for Teacher Education
The University of Texas at Austin

The goal of successful staff development is change of behavior, which leads to school improvement. As a result of four years of engaging in research on change in schools and colleges, the Procedures for Adopting Educational Innovations (PAEI) Program has developed the Concerns-Based Adoption Model (CBAM). This model developed at the Research and Development Center for Teacher Education at the University of Texas at Austin is a conceptualization of the way the concerns of individual teachers change as they became familiar with and involved with new programs, processes or educational practices in their schools (Hall, Wallace & Dossett, 1973). Stages of Concern About the Innovation (SoC), a concept of the Concerns-Based Adoption Model (CBAM), describes teachers as they first begin and then gain more experience with new-to-them educational innovations, such as team teaching, a new math text, an open classroom or an individualized reading program. It is intended to be used diagnostically in describing or assessing individuals so that those responsible for inservice can select or prescribe the type of support or assistance individuals need when they are engaged in a change effort.

In this paper, the concept of concerns, which provides a basis for designing personally relevant inservice or staff development activities, will be described. Assessment processes for obtaining data on teachers relative to their concerns will be explained. Finally, implications of concerns for designing inservice will be discussed.

Concerns Concept

By concern is meant the feelings, attitudes, thoughts, ideas, or reactions an individual has related to an innovation. The work of Frances Fuller (1969) focused on the concerns of teachers-in-training as they progressed from early experiences in preservice teacher education programs to being experienced inservice teachers. This sequence of teacher concerns Fuller labeled as unrelated, self, task, impact. Her work is the base upon which PAEI research on Stages of Concern was built.

A result of this research is the reaffirmation that not only do new teachers go through a sequence of concerns about teaching, but all teachers faced with a new program or innovation have concerns that are identifiable and developmental and are similar to those documented by Fuller. From this research on change, seven Stages of Concern About the Innovation have been identified (Figure 1).

FIGURE 1

STAGES OF CONCERN ABOUT THE INNOVATION*

6 ***REFOCUSING***: The focus is on exploration of more universal benefits from the innovation, including the possibility of major changes or replacement with a more powerful alternative. Individual has definite ideas about alternatives to the proposed or existing form of the innovation.

5 ***COLLABORATION***: The focus is on coordination and cooperation with others regarding use of the innovation.

4 ***CONSEQUENCE***: Attention focuses on impact of the innovation on student in his/her immediate sphere of influence. The focus is on relevance of the innovation for students, evaluation of student outcomes, including performance and competencies, and changes needed to increase student outcomes.

3 ***MANAGEMENT***: Attention is focused on the processes and tasks of using the innovation and the best use of information and resources. Issues related to efficiency, organizing, managing, scheduling, and time demands are utmost.

2 ***PERSONAL***: Individual is uncertain about the demands of the innovation, his/her inadequacy to meet those demands, and his/her role with the innovation. This includes analysis of his/her role in relation to the reward structure of the organization, decision making, and consideration of potential conflicts with existing structures or personal commitment. Financial or status implications of the program for self and colleagues may also be reflected.

1 ***INFORMATIONAL***: A general awareness of the innovation and interest in learning more detail about it is indicated. The person seems to be unworried about himself/herself in relation to the innovation. She/he is interested in substantive aspects of the innovation in a selfless manner such as general characteristics, effects, and requirements for use.

0 ***AWARENESS***: Little concern about or involvement with the innovation is indicated.

*Original concept from G.E. Hall, R.C. Wallace, Jr., & W.A. Dossett, *A Developmental Conceptualization of the Adoption Process within Educational Institutions* (Austin, Tex.: Research and Development Center for Teacher Education, The University of Texas, 1973).

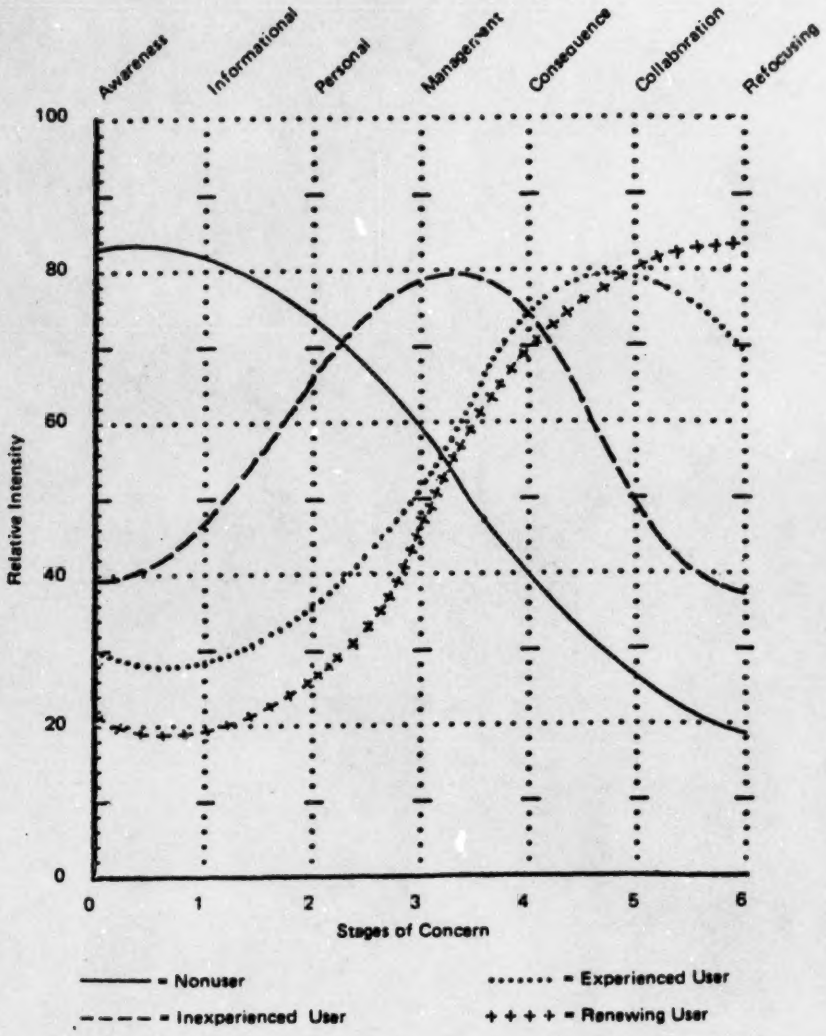
Stages of Concern About the Innovation (SoC), describes the kinds of concerns which the individual may experience across time, related to the innovation. They range from initial self concerns (Stages 1 & 2), "In what ways will I be affected by this innovation?" to concerns related to task (Stage 3), "How can I make this innovation work?" and then to concerns for impact (Stages 4, 5 & 6), "How will using this innovation affect my students?"

Individuals experience a variety of concerns at any one time; however, the degree of intensity of different concerns about an innovation will vary depending on the individual's knowledge and experience. Whether the person is using or not using, whether he or she is preparing for use, has just begun use or is highly skilled with the innovation will contribute to the relative intensity of different concerns.

Thus, teachers seldom have concerns at only one stage. Figure 2 illustrates that teachers who are nonusers of an innovation will have concerns high on Stages 0, 1, and 2. They are more concerned about gaining information (Stage 1) or how using the innovation will affect them personally (Stage 2). As they begin to use an innovation, Stage 3 (Management) concerns become higher and more intense. And, when teachers become experienced and skilled with an innovation, the

FIGURE 2

Hypothesized Development of Stages of Concern



tendency is for concerns at Stages 4, 5, and 6 to become more intense with a decrease in Stages 0, 1, 2, and 3 (Hall, George and Rutherford, 1977).

Assessing Concerns

There are several ways to assess concerns. One simple way to do this may be called the "one-legged conference" process. What appears to be casual questions may be used by an inservice coordinator or other staff developer to elicit in one-to-one interviews the concerns of individual teachers. This technique is informal and the results should be viewed in the same way. As a basis for determining individual interventions, this technique is effective. Quite obviously, limitations of use stem from the time required and might prevent its use frequently in a large-scale manner.

Another simple way to find out teachers' concerns is to use the Open-Ended Statement of Concern About an Innovation. Respondents are asked to write complete statements to answer the question,

> When you think about _____, what are you concerned about? (Please be frank and use complete sentences.)

This measure provides a relatively quick way to get a reading of the concerns of clients. The staff developer's objective is to obtain a gestalt of concerns. A first reading of the sentences for a general overview should reflect the individual's affect and needs. A second reading should reveal more substantive and detailed clues in each sentence. Each statement could be scored for its Stage of Concern, defined in Figure 1. A Manual for Assessing Open-Ended Statements of Concern About an Innovation (Newlove & Hall, 1976) provides more information about interpreting concerns statements.

A third process for assessing concerns is the use of the Stage of Concern About the Innovation Questionnaire (SoCQ) (Hall, George & Rutherford, 1977). This paper and pencil measure is especially important for research and program evaluation and consists of 35 items. Teachers respond by indicating their degree of concern on a Likert scale for each of the items. Scoring these data by computer program, or manually, results in percentile scores and a profile of concerns for the individual.

Implications for Inservice

Educational change is a process, not an event. Change doesn't occur just because a superintendent or Board of Education announces it will occur. Change takes time. Staff developers who are responsible for inservice need to plan on a spread of training and other activities over time and paced in relationship to the concerns of teachers. A "one-shot" workshop is not likely to respond to the ongoing needs teachers have, reflected by their changing concerns as they become first users and then experienced users of a program or practice. Change does take time. The more complex or complicated an innovation is, then more time is required.

Change is a personal experience. Teachers and administrators and inservice coordinators have concerns. Depending on many factors, these concerns vary. Inservice leaders can use Stages of Concern (SoC) to help in diagnosing, planning, delivering, and assessing activities which will be relevant and address teachers' concerns. For example, teachers with high management concerns about their science program will not respond very positively to suggestions about individualizing the lessons for increased impact on student learning.

Personal concerns are legitimate. Individuals react differently to different changes and criticizing individuals for having lower Stages of Concern is inappropriate. SoC is not a tool for evaluating individuals but it helps to provide sensitivity to differences and should be useful in attending to people and in monitoring programs and for making decisions about program implementation.

Concerns cannot be manipulated. Attempts to "push" persons to higher concerns will not likely bring about such intended results. Providing support and appropriate interventions to resolve lower concerns may allow higher stage concerns to increase or predominate.

To change the system, organization or institution, individuals must change. Before systems can be described as "changed," the individuals within them must have changed. So that interventions will facilitate change in individuals, consideration must be given to the concerns and needs of the individual and actions to train, support and encourage should be targeted at individual teachers. It really is necessary to know about changes in individuals if we are to know that change has occurred.

Summary

This brief paper has attempted to summarize a research-based process for assessing teachers as they begin to learn about or experience a program or process -- an innovation -- in their teaching life. The concept of concerns has been described as have processes for measuring concerns of innovation users. Implications for inservice have been suggested.

Inservice designers and others involved in staff development have a critical role in facilitating change in schools and colleges. Helping teachers and administrators in schools as well as administrators and faculty in higher education to change may be more efficiently and effectively managed through using the tool of the concerns research presented in this paper.

References

Fuller, F. F. Concerns of teachers: A developmental conceptualization. American Educational Research Journal, 1969, 6(2), 207-226.

Hall, G. E. Concerns-based inservice teacher training: An overview of the concepts, research and practice. Research and Development Center for Teacher Education, The University of Texas at Austin, 1978.

Hall, G. E., George, A. A., & Rutheford, W. L. Measuring stages of concern about the innovation: A manual for use of the SoC questionnaire. Research and Development Center for Teacher Education, The University of Texas, 1977.

Hall, G. E., Wallace, R. C., & Dossett, W. A. A developmental conceptualization of the adoption process within educational institutions. Research and Development Center for Teacher Education, The University of Texas at Austin, 1973.

Newlove, B. W., & Hall, G. E. A manual for assessing open-ended statements of concern about an innovation. Research and Development Center for Teacher Education, The University of Texas at Austin, 1976.